

KPISC Themes for 2002-2003

The following are six themes identified by the KPISC during the July 31 - August 1, 2002 meeting as critical to guiding their work in the coming year. The overarching context for KPISC work is Theme 2, Alignment with General Education. This summary is based on discussion August 1. A graphic, offered by Maureen Burness, relates these themes to one another. The intent of these themes is to provide board guidance to the work of the KPISC during the coming school year.

Theme 1: KPI review, revision, addition

- Re-examine KPIs to see if they are reflecting the central intent of the goal
- Concerns about KPIs – add, change, adjust, review
- Revise performance indicators and KPIs, add new KPIs, revise KPIs that take a deeper look at what is happening at student level (getting services, making progress, informing parent and field of issues)
- Review how we measure KPIs (could also be part of 1 and 4)

Theme 2: Alignment with General Education

- KPIs need to be a responsibility of both general education and special education. KPIs and APIs should be aligned. They should be published together each year and both be recognized as important indicators of school and district functioning.
- Alignment needs to exist in using and understanding KPIs from state to LEA to program level. While KPIs are insufficient to guide instruction, they are not unrelated and principals, teachers and other staff should understand their meaning as information they can probe further in their own self-assessment and improvement efforts.
- Quality instruction in the general education setting must address the needs of all students, with special education serving to enrich and enhance the quantity and variety of instruction for those students who need more than general education instructional resources can provide. Such alignment has implications for teacher preparation, data collection and use, thinking, standards, working together as professionals. Making use of KPIs and APIs involves more than just measuring results and reporting them.

Theme 3: Quality Programs

- Quality Program - If we have “positive KPI results” (outcomes) does that ensure or improve the quality? How can we make the link between KPI results and quality at the program delivery level?
- Do our improvement strategies work to improve/change quality at program level?

Theme 4: KPIs and Special Populations/Non-Traditional Settings

- Are indicators reflecting issues for more “special” populations in non-traditional setting? (non-public schools, CYA, charters, etc.)
- Need to look at how KPIs (and APIs?) can reflect what is happening with students in these special settings by disaggregating results to this level.

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Theme 5: KPIs and LRE

Student placement and program are IEP team decisions. We need to examine KPI data specifically with regard to what reporting and understanding it means in this area, particularly with respect to these KPIs:

- Return to special education: If special education students are helped sufficiently to return to special education, how do we make sure that special education “gets credit for that success?” It is not possible currently to track those students directly over time, but we can track whether they return to special education later.
- Percent of students scoring above the 50th percentile on STAR: In some cases, this may mean readiness to return to general education; in others it may mean that special education services (specialized instruction, accommodations, modifications and supports) are helping the student succeed. How does this measure reflect those two issues?
- The 2 LRE measures: How is LRE related to learner success? How can we be sure that these KPIs do not inappropriately influence placement decisions?

Theme 6: Data Reporting, Interpretation and Use

- Reporting KPI data does not mean local systems, principals, teachers and parents are able to interpret and make use it. Need to address how to support interpretation and use of KPI data as a part of what local systems consider in planning for improvements.
- How can this reported data (KPIs) be linked to and elaborated by richer local data to help guide local program decisions. How can parents, teachers, site administrators be helped to see the link between KPI results, their school’s functioning? How can KPIs help local educators and parents ask better questions?